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ABSTRACT

Continuing education of adults plays a vital role in national development and in promoting political and social change. Ways in which adult education affects political change include: increasing the literacy of adults so that they can become responsible citizens; unifying multilingual, multiracial societies through the teaching of English; improving the adults' ability to participate fully in industry and commerce; teaching the advantages of cooperation among independent countries; encouraging participation in international programs for peace; and encouraging the development of leadership qualities. The influences of adult education on social change include: improvement in living and health standards; creative use of leisure time; family budgeting instruction; procedures in family planning; and opportunities for young dropouts to receive further education, and thus reduce their frustration and hostility. In Zambia, there are many agencies that are participating in the field of adult education, and notable progress has been made. (DB)

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ADULT EDUCATION AND POLITICAL AND SOCIAL CHANGE

By

Hon. J.M. Mwanakatwe, M.P., B.A.
Barrister at Law
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A lecture delivered at the first National Seminar of the Adult Education Association of Zambia on Adult Education and Development held at the Ridgeway Campus of the University of Zambia, Lusaka, 9th to 11th August, 1969.

AND

POLITICAL AND SOCIAL CHANGE

Since the end of the Second World War, the word 'development' has assumed greater significance and increased usage in many parts of the world, especially among leaders and their followers in the so-called 'developing countries'. In these emerging countries, development is a subject which constitutes an important platform for practically every political party contesting a general election with the hope of winning a majority of seats and forming a government. But many people who talk about 'development' do not always know about the problems of planning for development. Often, their ideas of national priorities for development are confined to those projects and services in which they have an immediate interest.

I welcome very much the organisation of this Seminar by the Adult Education Association of Zambia, to discuss specifically the role of adult education in development. This is a relevant theme for the Seminar at the time when our Government is about to take stock of our achievements in implementing the First Four Year National Development Plan which is expected to finish on June 30, 1970. For, although we all want to see in future a lot of development everywhere, in the shortest time possible, there is usually no agreement at all on priorities to be allocated the limited funds at our disposal. The long term goals which we seek to achieve are known: to increase domestic product, to educate and train our most valuable resource, the human beings, to lower infant mortality and improve living standards, to provide better means of transport and communication, to increase wage-earning opportunities and so forth. And yet the crucial and painful question persists: by what methods can these goals be achieved with facility and in a short space of time?

However, in most developing countries in Africa and elsewhere, it is accepted that education should be given a high priority in the development programmes. There are various reasons for this. Apart from economic and social considerations, the need to provide more and better facilities for education in our countries is a political imperative. The citizens want more education for themselves and their children because high education is associated with prestige, success and happiness. After all, they believe that in the colonial past the white man enjoyed the comforts of life - big cars, a big house, radiogram and domestic servants - because he was highly educated! Though exaggerated this notion is nonetheless basically correct.

But whatever priority is accorded to education and training in any development programme, an educational planner has still to determine other priorities within the education sector itself. Should more money be spent on primary education or secondary education? Is the expansion of facilities for technical education (craft, technician and sub-professional levels) not more urgent that the expansion of the School of Humanities in the University? What is the place and function of adult education in future development programmes?

To my mind, the conclusions of this Seminar should provide constructive and interesting suggestions about the effective role of adult education in development and the priority which it ought to be given within the education sector. My own views on this subject are clear. Adult Education is undoubtedly a dynamic factor for promoting all forms of development. Its effect on political and social change can be enormous.

In discussing adult education and political and social change, I should make it clear that my remarks will have relevance primarily to the Zambian scene with which I have more intimate knowledge. However, I believe that some of my observations will have relevance to situations in a number of African countries which are more or less at the same level of development as Zambia.

In all but a few independent countries in Africa, owing mainly to the neglect of education by our former colonial masters, the stocks of educated and trained manpower are inadequate. In many African countries, including Zambia, the shortage of educated and trained manpower has persisted long after the attainment of Independence. The seriousness of this problem may be noted from the following statistics of estimated stocks of educated Africans determined by highest examination passed by persons sitting in Northern Rhodesia before May, 1963:*

TABLE I

Educational Level	Males	Females	Total
Standard IV	86,900	23,300	110,200
Standard VI	28,200	4,200	32,400
Form II	3,940	480	4,420
School Certificate	884	77	961

* UN/ECA/FAO Economic Survey Mission on the Economic Development of Zambia. p.92

...../3

In Zambia the stocks of educated manpower were barely adequate to meet the requirements of the public service and the private sector for professional and administrative grades after Independence. In 1965, the total size of educated manpower was nearly 1,500 and 6,000 Zambians in possession of Form V and Form II certificates respectively; yet it was known that the 1965 requirements of educated and skilled manpower were about 4,000 persons in the administrative and professional grades, and nearly 15,000 others in the middle ranks of government service, in commerce, industry and other fields.**

The imbalance in the opportunities for education extended to the people of Africa by our past colonial masters is revealed more startingly by the level of literacy achieved in Northern Rhodesia a year before Independence. Of the estimated total population of 3,405,218 Africans in 1963, 2,316,099 had never been to school at all.*** In other words, approximately 65 per cent of the African population has illiterate, and the majority of the illiterate persons were women mostly living in the rural areas. It is interesting to note that only 689,951 Africans were estimated to have received some education in school before 1963 and about half this number were actually in school at the time of the African Population Census of 1963. In some parts of the country, due to the uneven distribution of educational facilities before Independence, the degree of illiteracy was as high as 80%. For example, in the Kasempa District the total number of persons registered in the Census of 1963 was 33,875 of whom 28,240 persons, approximately 83% had never been to school.

The problem of illiteracy is not peculiar to Zambia only. It is one of the world's most pressing problems requiring full-scale attack, with the cooperation of the United Nations agencies and the more developed countries, wherever it exists on a large scale. For example, around 1950 adult illiteracy was estimated as follows in selected African countries:* (see page 4)

** J.M. Mwanakatwe, Growth of Education in Zambia since Independence (O.U.P. Lusaka 1968). p. 38

*** Statistical Year-book of Zambia (1968). pp.5-9

TABLE 2

Country	Extent of Illiteracy
Ghana	75 - 80%
Kenya	75 - 80%
Malawi	90 - 95%
Nigeria	85 - 90%
Sierra Leone	90 - 95%
Tanganyika	90 - 95%
Uganda	70 - 75%
Swaziland	80 - 85%
Gambia	90 - 95%

At Independence there were just over one million illiterate adults in Zambia who represented nearly two-thirds of the adult population. From the figures in Table 2, it can be inferred reasonably that all African countries are also confronted with the problem of adult illiteracy, and in some of them the problem is more serious than in Zambia. And so the Conference of African States on the Development of Education in Africa, held in Addis Ababa in May, 1961, recorded this comment on the significance of adult education:

> The expansion and development of adult education programmes is an essential and vital foundation and complement to the advance of formal education at all levels. In a region where it is estimated that 100,000,000 people are unable to read and write programmes of adult education pose problems of enormous dimensions. Adult education programmes are essential in promoting a productive understanding of great social and technical changes which are facing the adult education members of the African community.*

The problems of illiteracy and ignorance apart, there are other serious problems which beset countries on the African contemporary scene. In most African countries poverty is widespread, millions of people eke out barely a subsistence living. There are great difficulties of controlling outbreaks of epidemics and providing medical treatment except in areas where the fortunate few enjoy benefits of hospital facilities. Yet, paradoxically, in the midst

of hunger, poverty and disease the recent population explosion in Africa has made it impossible for Governments to wipe out effectively man's scourges of ignorance, superstition, hunger and disease. Measured against the existing demand for employment, universal primary education, new houses in both urban and rural areas, new hospitals, clinics and other urgent social services, what we have achieved in Zambia is very insignificant.

Again, most of you are familiar with the principles of our Philosophy of Humanism which is intended to regulate our human relations in Zambia. Our Government is deeply concerned with the problem of wages and incomes in relation to the vital need to increase opportunities for employment in the country. So far we have not had much success in formulating a realistic and generally acceptable policy on wages and incomes. Our society today consists of a small population of Zambian 'haves' who are either self-employed or employed in the civil service or industry. But a very large part of the population are 'have-nots' who are not employed or who live in rural areas practising subsistence agriculture. These 'have-nots' through their numerical strength, constitute the greatest danger to political stability. For a time is bound to come when the 'have-nots' will find the burden of poverty intolerable, when their years of frustration will be expressed in civil disobedience and open confrontation with the Government.

However, though we may recognise that long-term political stability in any country, especially in Africa, can be undermined by inequalities of opportunity to citizens it must be accepted that one positive solution to the problem is to provide the means of educating and training all the citizens. When this is achieved, we shall have a much better chance of reducing the number of 'have-nots' in our societies. Education and training helps citizens to be creative, to be more productive and self-reliant. Therefore, instead of the present situation in which real contribution to national income is left in the hands of a few people, the entire nation is adequately prepared and mobilised to increase domestic production, and inequalities in income distribution are reduced progressively.

What then, is the role of adult education in development? Two speakers at this Seminar will relate the role of adult education in industrialisation and to rural development. I shall endeavour to state my ideas of the extent to which adult education effects political

and social change, confining my observations mainly to the Zambian situation with which I am more familiar.

Firstly, I am sure you will all agree with me that although we often talk of 'majority rule' as the ideal and acceptable form of government in modern Africa. the real fact, however, is that majority rule is hardly possible anywhere in the world. In practice, in all countries where a democratic form of Government is practised, it is always a small group, a minority, which is effectively in control of the Government. However, in a true democracy such power concentrates in the hands of the few is actually held by them in trust for the majority. In fact they are elected, selected or appointed to become members of the effective ruling group because the majority trusts their honesty, integrity or intelligence to rule fairly and in the interests of the people.

History, however, has many examples of dedicated rulers who have suddenly become corrupted by power, oblivious of their responsibilities to govern fairly on behalf of their electors. History has shown that once in power, a minority can seek effectively to wrest power from the people for all time by establishing a dictatorship. The example of Mussolini of Italy is appropriate for this illustration. So adult education which includes 'all educational activities for adults....'* can be a positive force in the political developments of any country. It is mostly ignorant people who are usually victims of exploitation by the crafty, selfish, power-hungry men and women. So education is the kind of effective protection that humanists or true believers in democracy, can give to less sophisticated citizens. We need to increase the number of adult literates in our communities so that they can read newspaper reports for themselves, so that they may learn about government machinery and become aware of their rights and responsibilities as citizens. The value of courses in citizenship offered at various levels of adult education is considerable.

In fact, the success of democracy depends upon a very wise spread of intelligence and knowledge among citizens. After power is given to a few over a fixed period of time, the citizens' safeguard of their rights and their freedom depends upon effective use of such media as newspapers to express their grievances for the attention of rulers and legislators. Since society is never static, the ruling group too should use various media at its disposal, the radio, television, newspapers, and bulletins, to educate the masses about

the ruling group's performances and policies. The aim is to ensure that the people are well informed all the time. In Africa, however, the usefulness of the written word is limited because of the large number of people who cannot read or write. I believe that adult education can be a vital instrument for promoting orderly political change.

Secondly, you will agree also that the achievement of national unity is the cherished goal of every statesman, more especially in Africa where communities are often sharply divided by linguistic, tribal or ethnic sentiments. In Africa, even apart from the usual divisive tendencies manifested in the ranks of ambitious power-hungry rulers, the ethnic language problems alone make the effort of building coherent states very difficult indeed. Zambia is an example of an African state with a plethora of languages and dialects - in all about seventy-two of them spoken by only four million people -, a situation which does not facilitate the nation-building effort. Since the attainment of Indepenence, increased inter-tribal marriages has been a welcome trend. Freedom has acceletated the spirit of adventure among young men and women who leave their original home villages frequently nowadays to seek fortunes in other parts of Zambia. Yet the language problem has restricted to some extent this most welcome trend of tribal inter-mingling, wnich is desirable to promote oneness and remove existing suspicions and misunderstanding. Easier communication exists among our people who speak English in addition to their own mother tongue. One of the key subjects taught in our adult education courses in English Language, undoubtedly a potent force for the unification of multi-lingual, multi-racial societies.

Thirdly, adult education has a direct bearing on development and political change in the sense that it helps citizens especially in newly independent countries, to acquire more knowledge and new skills. Indepenidence in African countires offers increased opportunities for the participation by citizens in the activities of commercial and industrial organisations. When self-determination is achieved in any country, the realisation of ambition by citizens becomes limited only by their own capacity and competence to perform the jobs of their choice satisfactorily and not by the colour of their skin, which is the case in countries to the south of Zambia where minority regimes discriminate against Africans in offering job opportunities purely on racial grounds. Through programmes of education and training in adult classes, men and

women in paid employment, who cannot enrol in formal schools, can be helped to improve their prospects for advancement to positions of responsibility. Often, what they lack in wide educational background is compensated by their experience of world affairs, their maturity as adults and experience in their specific jobs. When the educational background of an adult is improved, his capacity for efficient production increases considerably. There is consequently a coincidence in the outcome of adult education effort: on the one hand the development of human resources leads to more productivity, on the other hand it promotes political contentment and national stability when growing numbers of citizens are able to participate fully in industrial and commercial activities of their country.

Fourthly, I have always believed that the concept of African unity will take a long time to become a reality because little is done by political leaders to teach the people whom they lead to value continental unity. Sometimes cultural visits, goodwill missions and trade delegations are encouraged between independent African states. But the effort has not been enthusiastic; it has been too luke-warm. Instead, more active steps have been taken to encourage state visits which do little to excite passionate sentiments for African unity at the grass root level, that is, at the level which really matters.

Therefore, adult education is the effective agency which exists in our countries today for teaching the adults the economic, political and cultural advantages of closer cooperation among Independent countries of Africa. As voters in parliamentary and local government elections, the adults require education to enable them to appreciate their responsibilities in a changing world. They need continuing education because so much of what they have previously learnt at school may be completely out-of-date. It must be accepted that the efficiency of any government depends on the interest and political awareness of citizens, just as it is accepted that a general can be only as good as his soldiers.

The fifth point concerning adult education and political change is that today nations of the world are closer than they have ever been since man's history began. We live in the jet-age when distance no longer separates nations in time, at least, to the same extent as at the beginning of this century. We live, too, under the threat of a nuclear holocaust which only modern super-powers can prevent. But we must accept ungrudgingly that as world citizens our people have the responsibility to contribute to world peave. The very fact that

we have no nuclear weapons under our control reposes in us the moral duty to urge love in place of hate, reason ant recklessness, and compromise instead of disagreement among the nations of the world.. Our stand should be taken not on the basis of weakness or fear, but on the basis of courage and conviction that it is possible in our generation to reconcile conflicting national interests.

However, until we in the developing countries have made tremendous strides to overcome our heritage of ignorance and poverty, the voice of reason which we shout on the international platforms will not be heard by the world's super-powers. I believe that adult education alone is the means by which the minds of adults, who are the policy-makers, can be broadened in the interests of peace. This is a fact which was given recognition by representatives of the governments who adopted the UNESCO Constitution on 16 November, 1945, and declared that 'since wars begin in the minds of men, it is in the minds of men that the defence of peace must be constructed'.

Sixthly, and finally, adult education plays an important role in the stabilisation of political change. It is often the case in the developing countries that some of the real stalwarts, the champions of political emancipation of our countries, are the least equipped, in terms of educational training, for shouldering the burden of government administration at the higher levels. The fact that they do not often initially obtain rewards for their sacrifices and contribution to emancipation causes bitterness, friction among party members and general political instability. This attitude on the part of some gallant freedom fighters is an understandable human reaction which requires sympathy. Indeed, the facts of the situation often show that when one is confronted by such a problem, to adopt a patronising attitude born out of sympathy is to be unreasonable. Most people who were in the forefront of the struggle for freedom in Zambia attained positions of leadership on individual merit. Their positions were the practical result of demonstrable ability to organise other people and demonstrate courage and the possession of exceptional qualities of leadership.

Such men, the born leaders with little or no education - education which is thetool for efficient participation in government activities at higher levels - require every help to prepare them for important responsibilities in their own interest and definitely in the national

interest as well. So many government activities and operations depend on the availability of officers who can organise people effectively, for example in re-grouping of villages, encouraging construction of contour ridges in agricultural development, etc..

Let me now turn to consider adult education and its influence on social change. Apart from political stability, one other major concern of governments in developing countries is to improve living standards of the people. On the other hand, improvement in living standards of the people requires joint effort by government and individual members of the society. It is impractical and it is immoral to expect a few people in any community to carry on their backs the majority of their uneducated and less productive brothers. Inequalities in the distribution of the material comforts of life is often a cause of bitterness and destructive thinking by those who feel exploited. So although the attainment of Independence has aroused houses, cars, radios, refrigerators, etc. - yet no sane individual would expect to receive such benefits and comforts of life without paying something in return. We should avoid encouraging a class of parasites in our communities. Adult education gives adult members of our society a chance to improve their educational background or to obtain new skills and thus gain self-confidence and improve their wage-earning capabilities. It is important that all the citizens, and not just a few, should contribute to increased national effort.

As I have stated in my opening remarks, many parts of the so-called developing world are disease-ridden, the average life span of people is short, infant mortality is high and the severe incidence of malnutrition has a negative effect on productivity of workers and educational attainment of scholars. However, it is universally acknowledged that the health standards of our people will not improve unitl they are taught to value the basic rules of hygiene. Where our former colonial masters forced people to build pit latrines, we should use the method of persuaion. Through adult education classes in which hygiene or health science is taught, the basic concepts of healthy living can be more effectively instilled into the citizens, especially the women folk who are more directly concerned with the upbringing of our families. Lessons dealing with latrines wherever necessary, the importance of immunisation against certain infectious diseases, for example small-pox, the need to boil drinking water, and other related lessons, form the core of the syllabuses for Home Economics offered in Homecraft Centres

run by the Department of Community Development. Similar instruction is given to women attending classes for Homecraft organised by voluntary agencies, for example the two Mining Groups, Anglo American Corporation Ltd. and Roan Selection Trust.

In recent months, research undertaken by local newspaper proprietors has revealed startling drinking habits of the Zambian people. No well informed person can dispute that present-day moral decay among the people of Zambia is mainly a result of excessive drinking of intoxicating liquor. This trend is in sharp contrast to the drinking habits of our forebears which did not provide for irresponsibility among participants. Although the problem of drunkenness in Zambia is a very complex problem which requires careful investigation as regards the causes and remedies, I should venture to state that by increasing the education effort of the Government and the voluntary agencies, we shall undoubtedly minimise the horrible effects of excessive drinking in Zambia. I believe that too few people in Zambia and other African countries know how to use this leisure time. When the majority of our people begin to appreciate the value of participating in sport of one kind or another, when they have developed the urge to continue educating themselves by further reading, thus continually self-developing, or when they resolve to find time for cinema or theatre entertainment, we shall have gone a very long way towards reducing the menace of drunkenness in Zambia. To say that improved wages and high salaries are the only causes of drunkenness is to reveal unforgivable naivety. One might ask: do our men-folk, or indeed the women-folk when they have been given money, really know how to budget? I think many do not know family budgeting which should be taught in all our institutions of adult education.

Unfortunately, even when our women-folk have learnt how to budget for the family, they still lack the knowledge of the most essential food items to buy for their families with whatever funds may be at their disposal (and often funds are insufficient to meet all the basic needs). If it were not for the powerful influence of manufacturers of soft minerals, I would openly and unashamedly campaign against the production of Fanta and Coca-Cola, which are so popular as drinks yet so utterly useless in so far as nourishment of the human body is concerned. Many African mothers will prefer to buy a 'coke' for a worrying child of three or four years to placate it instead of a pint of milk. On ohe one hand, the 'coke' has no nutritious elements in it, in fact it affects teeth very badly; on the other hand milk has

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all the vitamins which are required by a growing child. The strength of tomorrow's generation will depend on today's mothers, the majority of whom have never been to school before. They are the people to whom facilities for adult education should be made available so that their ignorance is dispelled, their appetite for learning satistied and their horizons of a mother's responsibilities to her family and community widened.

Let me now speak briefly about the demographic problems of Zambia.

Often a politician in Independent Africa must be careful when he speaks about family planning. Lest you, the listeners, panic, let me state that I will not depart from my theme to advocate the need for family planning in Zambia. In fact, I would need as much time for this delicate subject as I have today for my address to you. The rate of growth of population in our country today is estimated at about 3.2% pe year, a very high rate of growth indeed by world standards, more especially in comparison with the older so-called 'developed' countries. By the way, when we speak about 'family planning', not just 'birth control', we do not imply a decrease in the total population of Zambia or any other country. Some demographers even suggest that it does not even mean a reduction in the number of babies born.

Let us look at a few figures dealing with last year's population and some projection of population up to the end of this century.

At the end oi December, 1968, the total population of Zambia was estimated at about 4,014,000. In 1980 it will be 5,400,000 in 1990 7,500,000, and in 2000 it will be 10,400,000, that is nore than double the present population. In these circumstances, I personally cannot rule out the relevance of family planning to the problems of development and social and political change in Zambia.

Can we state categorically that our Government will be able in future to find the funds we require for this large populatinn increase to maintain, merely to maintain, our current social services - education, housing, medical facilities and so forth? Short of a miracle I doubt our capability. In January, 1968, the Ministry of Educatinn of Zambia

estimated the following numbers of school children who would not continue with formal education (secondary) after completing Grade VII*.

GRADE VII

Year	Leavers	⅓ Selected	⅔ Not Selected
1968	52,000	17,500	34,500
1970	64,000	21,500	42,500
1972	80,000	26,000	53,000
1974	100,000	33,000	66,500
1975	114,000	38,000	94,500
1980	142,000	47,000	94,500

The estimated figures of 'drop-outs' after the completion of primary education (Grade VII) are alarming. They predict a very serious social problem and imminent political unrest. Many of the 13 to 15 year olds who will not find a place in Form I in government or government-aided schools will not easily find paid employment either, nor will they find readily a place in a vocational institution. Yet no one can doubt that some of the boys and girls who do not qualify for Form I place are potentially capable of reasonable progress in selected subjects of the secondary curriculum, once they are given a chance. The ideal solution is that all children who complete Grade VII should be offered a place in Form I or a vacational institution. However, the money required for such a massive programme of education to effect such a policy is just not available. Even if no new roads are built in the next few years, no new clinics and hospitals are constructed, no new houses are built for local authorities etc. etc., the capital funds for universal secondary education would not be sufficient. Additional qualified secondary school teacher would be required in thousands each year. They are neither easy to recruit from foreign countries nor easy to train locally in present institutions.

It is against this background of the insatiable legitimate demand for secondary education by the youth and the old that I consider the role of adult education vital. At very little cost to the state (no additional classrooms and laboratories are required and the qualified teacher works as part-time at therefore much reduced cost of the Government per head of student in an evening class for secondary students) new opportunities can be made available. This

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* J.M. Mwanakatwe, Growth of Education, op. cit.

helps to contain the frustrations of the youth and the adults who look upon secondary education as the 'open sesame' to higher social status and prosperity. More important still, however, what the evening class student learns in Form I or Form V makes him generally a much better educated person that nis oounterpart who had not had the opportunity of further education in an evening school. In fact, the discipline of private study is in itself useful for further self-development.

One of the most dramatic social revelations of the present century is the growing hostility between the youth against their parents and all representatives of the established authority, whether such authority is the government of their country, the Vice Chancellor of a University and his staff, or even when such authority is the Church. Mass demonstrations of university students particularly have been organised in many western and eastern countries during the last three years. The bitterness of the youth which the demonstrations have revealed has been unknown in the past; often the authorities have been caught completely unaware that what the youth were prepared to accept without question yesterday is what they can no longer tolerate, even at the risk of losing their lives in a confrontation with forces of law and order under the command of the civil authorities.

It is important that societies in all parts of the world should accept that the youth are concerned about better prospects of life for themselves in the future, the future which only the old men and women who form the establishment today can shape either to the advantage or disadvantage of the youth. This latter conflict of interests of the youth and the old people of our times can be reduced by comprehensive programmes of adult education. We need to offer more opportunities in evening adult education classes to the young boys and girls who require further education and vocational training to minimise their frustration. It is recognised widely that adult education constitutes an importnnt element in promoting better understanding between generations. Providing more adult education facilities in any country helps to increase the educational influence which parents are able to exercise on their children.

In the present supersonic age, an age when man's technological advances have brought about his greatest achievement since the beginning of history, adult education can be useful in providing adults with the opportunity to fill the gaps in their knowledge. This is most important

to enable adults 'to prepare themselves for the many new tasks which are continually arising, to become actively aware of contemporary life, and to adapt themselves with flexibility and inventiveness to the new values, ideals and ways of living which are associated with a constantly changing society.'*

As early as 1964, our Government recognised the important role which adult education is destined to play in the development of our country. While we offer increased opportunities to our children for formal education in schools, we have been fiercely determined through adult education to fight the scourge of ignorance. Through adult education we expect to increase the productivity capacity of our citizens. After all, is it not true that Zambia does not really suffer from insufficient manpower? Zambia at the present suffers from a serious shortage of brainpower, that is, a serious shortage of men with adequate educational training and/or sufficient technical, technological and other skills. We seek desperately to harmonise all groups in our society by providing equal opportunities for education to as many of our citizens as possib e.

Statistics show the steady progress which has been made in providing more facilities for education in Zambia since Independence. In 1964, 725 pupils and 2,000 pupils were enrolled in Lower and Upper Primary adult classes, but the figures for 1968 were 7,489 and 13,831 respectively. Only 1,681 students were enrolled in Junior Secondary classes in 1964 but this figure has increased to 11,295 in 1968. The fight against illiteracy was intensified in August 1965, and notable progress has been made in terms of enrolment figures of adults taking courses and the type of reading materials used by the adult students.

The Ministry of Education started in 1965 a correspondence course unit for the benefit of adults who live far away from centres where evening classes are held. At the beginning of 1969 enrolment with the Correspondence Course Unit stood 2,700 students following courses leading to the Form II Examination and G.C.E. 'O' level in selected subjects.

There is also the Department of Correspondence Studies in the University of Zambia which offers tuition to students following an approved degree course af the University. However, students only enrol

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* Paragraph 28 of the Report by the International Conference of Public Education, XXVIIth Session, 1965.

with the Department of Correspondence Studies if they can satisfy the University authorities regarding minimum requirements for admission to appropriate Schools of the Univessity.

The most useful and practical contribution of the University to adult education, which in this sense is continuing education, is made by the University's Department of Extra-Mural Studies. In 1968 there were 47 classes in 5 Provinces in which tuition was given in Economic and Social Development (including Humanism), History, Political Science, Law and Public Administration, Science, Geography, Mathematics and Literature in English and English Language. In all there were 1,103 participants who attended courses, seminars and conferences at the University campus and other centres.

In Zambia, there are many participants in the field of adult education the central government, missionary organisations, mining groups, voluntary organisations such as Y.M.C.A., Rotary Clubs, and others. Instruction given to adult student is sometimes specifically geared to his professional or occupational needs, sometimes merely to enable him to learn the skills of reading and writing, and at other times the instruction is general, intended merely to help the adult student to widen his understanding of the problems of his country and of this world. Its real value to my mind is that generally it helps the student to learn new information or new skills;in other respects it arouses his curiosity.

In the sense that continuing education of adults provides useful practical skills and knowledge, it is useful and important to the individual and to the state in terms of material considerations. Yet, the most important role of adult education is in the civic, cultural and moral development of the individual. In this sense, the continuing education of adults is a potential force for development and for promtimg political and social change. Kuan-Tzu, a famous Chinese poet, once said: 'If you give a man a fish, he will have a single meal. If you teach him how to fish, he will eat all his life.'

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